

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English Language Arts | **TC Name:** Heather Owen | |
| **Grade Level:** 8 | **Date:** October 20, 2010 | |
| **Topic:** Novel Study Summary Groups | **Length of Class:** 40-45 min. | |
| **AT Name:** Sandra Seeney | **Room # / Location:** 211 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (Curriculum Documents: English, 2006)  |  | | --- | | **1.7** Analyze a variety of complex or challenging texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies. (pg. 139)  **2.7** make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (pg. 145) | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | * Understand the mistakes on their quizzes and make corrections * Copy a note about conflict and its four types * Have a brief understanding of the four types of conflict * Work collaboratively in groups and discuss their summaries * Present to the class (some students) * Begin their readings of Chapters 17-20 | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**  -students may finish early  -students may not understand what is expected  -students with assistive technology | * Students that finish early will be asked to work on one of their ongoing projects * Teacher will direct the pace of the group discussion * If students have any questions, they can ask them at any point in the lesson * Students with assistive technology will not need to use it for this lesson since it will mostly be group discussion | | **Behavioural/Social/Emotional Needs:**  -distracted students  -students not participating | * Students will be working in groups, and helping each other out. * Distracting students may be asked to move, or switch groups | | **Physical Needs:**  -peanut allergy  -mobility issue | * there should be no need for modification for either of these students * for the student with the mobility issue, their group can meet around her table | | **Diversity Needs:**  -boys and girls  -different learning types | * since there are no language issues in this class, there will be no need for modification | | | |

**3. Learning**

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| * Teacher will write on board the “Think About It” before class begins * The teacher will hand back, and take up the quiz and tell students to make corrections * Students will copy a note from the overhead projector * Groups will be decided by the teacher (students will be numbered 1-5, with all the 1’s being in a group, etc) * Students will be told how long they have so that they stay on task * “thumbs up, thumbs down” will allow the teacher to get a better understanding of how much time the students need to complete the task. * When presenting, teacher will pick random numbers for the order of group presentations * The students will be asked to return to their seats * When the students are seated, students will be asked to take out their Pinballs novels * Students will be chosen as characters, and asked to read the story as a class * At the end of class, they will be asked to put their English away, and get ready for math/ science |

**4. The Overview (Agenda) for your lesson:**

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| -quiz corrections  -summary discussion  -summary presentation  -Pinballs reading |

**5. Resources and Materials for your class**

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| -quiz marking guide  -overhead projector + screen  -Pinballs novel (class set) – students have these  -10 copies of the overhead (for students with assistive technology) |

**6. Content, Teaching Strategies, for Lesson**

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
|  | *Challenge Question*  *(5 min)* | **Beginning of class**  What starts with a P, ends with an E, and has a million letters in it  -post office  **Extra (if time permits)**  What starts with an E, ends with an E, and has only one letter in it?  -envelope  *http://www.c-english.com/files/scans/06myc\_echallenge\_sgreig.pdf* |
|  | *Instruction*  *(10 min)* | -take up quiz with students  -tell students what points the teacher was looking for when marking  -make sure students are writing down the corrections  -put note on overhead projector  -have students copy note into Pinballs notebook |
|  | *Application*  *(20 min for quiz)* | -have students form groups (5 groups of 5)  -in groups, have students each read their summary  -decide as a group which summary they feel is the best  -have a representative from the group read that summary to the rest of the class |
|  | *Consolidation*  *(8 min)* | *-have students go back to their desks*  *-start reading chapter 17 as a class* |
|  | *Clean up*  *(2 min)* | -have students put away their things and get ready for science |

**7. Reflections: To be completed after you have taught the lesson.**

**a) Effectiveness of your lesson***.*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
| *E: Modifications* | *Sheets of the note were given to students who needed these modifications* | *--* |
| *I: Grouping strategy didn’t work* | *Students with weaknesses ended up in the same group* | *Know the students in my class (this was the rotary class) and place accordingly)* |
| *E: students were engaged* | *All students were participating* | *--* |

1. **Effectiveness as a Teacher:**

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| **What was effective/ ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
| *I: choice of words* | *AT brought it up afterwards, and I realized as soon as I said them* | *Instead of saying positive, negative, use what was good, and what needs some work.* |
| *I: attention* | *I felt I was doing a better job, but my AT still wants me to improve in this area* | *Tomorrow I am going to try a strategy that I didn’t try today* |
| *E: feeling more comfortable* | *I am less nervous standing in front of the class* | *Keep teaching so that I am completely relaxed!* |